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ABSTRACT

As part of a longitudinal study of student progress through the Hawaii community colleges, a survey was designed and mailed to 1971-72 graduates three years after graduation. The questionnaire was composed of two parts: (1) a general evaluation of the community college experience; (2) detailed analysis of present activity. In all, 1,354 questionnaires were mailed. Nonrespondents were sent a followup letter, and telephone calls were made where possible. The response rate was 34 percent, with 466 questionnaires completed. In rating the importance of a list of 16 student goals, the respondents considered the job-oriented goals as much more important than such goals as "pleasure of learning" and "develop new interests." Respondents tended to be favorable in evaluating faculty and their educational experience, although differences between campuses were significant. As to present activities, 78 percent of the graduates were employed, 8 percent were enrolled in school, 8 percent were unemployed, 4 percent were at home, and 2 percent were serving in the military. Detailed survey results are tabulated, graphed, and analyzed, and the survey instrument is appended. A brief review of comparable studies by mainland institutions is also included. (NHM)

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SURVEY OF 1971-72 GRADUATES

COMMUNITY COLLEGES

Report No. 4

Student Flow Project

February 1976

Office of the Chancellor for Community Colleges
Institutional Research Unit
University of Hawaii

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SURVEY OF 1971-72 GRADUATES

COMMUNITY COLLEGES

A. Introduction

The graduates of the community colleges are an important source of evaluative information. Follow-up studies can provide data on the activities of graduates as well as feedback on the effectiveness of the community college experience--instruction, curriculum, counseling, facilities. Both the Federal and Hawaii State governments have shown greater interest in such follow-up studies as one indication of an institution's effectiveness.

1. Purposes of the Survey

Recognizing the value of follow-up studies, the Office of the Chancellor for Community Colleges decided to undertake a survey of 1971-72 graduates--three years after graduation. Graduates with associate degrees or certificates of achievement were to be included in the study.

The purposes of the survey were to obtain data on:

- a. Goals considered important to students at time of entry and degree to which their expectations were fulfilled.
- b. Evaluation by graduates of their community college experiences--instructors, curriculum, academic practices, counseling, extra-curricular activities, facilities and equipment.
- c. The present activities of graduates in some detail.
- d. The relevance of community college studies to the present activities of graduates.
- e. Future plans of graduates for further education.

With these purposes in mind, a questionnaire was developed, composed of two parts:

- I. General evaluation of the community college experience--all graduates were requested to complete this section.
- II. Present activity--graduates completed only that section which described their present activity:

- Section A. Unemployed but looking for work (6 questions)
- Section B. Employed (10 questions)
- Section C. Serving in the military (5 questions)
- Section D. At home (5 questions)
- Section E. Enrolled in school (10 questions)

See Appendix A for a copy of the questionnaire.

2. Administration of the Questionnaire

On November 6, 1975, questionnaires, together with postpaid, self-addressed envelopes, were sent--bulk mail--to 1971-72 graduates, excluding 20 from foreign countries. In all, 1,354 questionnaires were mailed. On November 20, a follow-up letter was sent to non-respondents. (See Appendix B.)

Still another effort was made to urge graduates to complete their questionnaires. On December 4, a list of non-respondents was sent to each campus, and telephone calls were made to those whose phone numbers were still accurate. The deadline for phone calls was December 31, 1975.

3. Plan for Analysis

We knew that it would be difficult to locate many of the graduates three years after graduation. We set a 25 percent return as a minimum for analysis, although we hoped that the follow-up letter and campus phone calls would bring the rate of returns close to 50 percent. Representativeness data would be summarized and analyzed so that findings could be interpreted more effectively.

We recognized, at the outset, that returns by campus would involve a relatively small number of students, so decided on the following approach:

- a. Data, by campus, would give frequencies for each question, by nature of response.
- b. Data for the community colleges as a whole would give frequencies for each question, by nature of response. In addition, statistical tests of significance would be applied by using the computer program--"Statistical Program for the Social Sciences." Such tests would indicate whether observed differences are statistically significant or due to chance.
- c. Responses to each question would be analyzed, by student characteristics--sex, age, grade point average, degree, and program. In some instances, analysis, by present activity of students, would also be conducted.

After keypunching, all questionnaires, without student name but with information on type of degree and program, would be returned to the appropriate campus so that additional studies might be made by campus personnel.

4. Organization of this Report

This report summarizes the responses of 1971-72 graduates to a variety of questions: those dealing with student goals and evaluations as well as with present activities. The analysis, based on the Statistical Program for the Social Sciences, is very detailed, so this report discusses the major findings only. Since campus responses often differ significantly, Appendix C presents each question with responses of each campus.

Detailed tables for each question in the survey form, by student characteristics which show statistically significant differences in response, are found under separate cover, Survey of 1971-72 Graduates; Community Colleges; Statistical Details.

All tables have percentages based on the total number of graduates responding to the question. This total varies somewhat for the different items.

B. The Returns

1. Percentage of Returns

During the first two weeks following the mailing of the questionnaires to 1,354 graduates (November 6-20), only 224 forms were returned, representing one-sixth of the graduate group. After the follow-up letter, an additional 125 forms were returned, and the follow-up phone calls brought in 117 questionnaires. The grand total of 466 completed questionnaires represents 34 percent of the graduate group. (Table 1) This rate of return is good especially in view of the fact that the telephone follow-up calls could not locate at least one-third of the non-respondents.¹ If the rate of return is based on the number of graduates actually receiving the questionnaire, the return would be 55 percent. Of the students who responded, 40 percent offered suggestions to improve their community college.

TABLE 1
SURVEY OF 1971-72 GRADUATES
RATE OF RETURNS, BY CAMPUS

Note: Windward CC began instruction in 1972, so had no graduates in 1971-72.

Campus	No. of Graduates	11/6-11/20		11/21-12/4		12/5-12/31		Total	
		Returns	H%	Returns	H%	Returns	H%	Returns	H%
TOTAL	1,354	224	16.5	125	9.2	117	8.6	466	34.4
Hawaii CC	222	44	19.8	21	9.5	12	5.4	77	34.7
Honolulu CC	324	51	15.7	21	6.5	23	7.1	95	29.3
Kapiolani CC	318	59	18.6	36	11.3	36	11.3	131	41.2
Kauai CC	79	11	13.9	7	8.9	17	21.5	35	44.3
Leeward CC	261	34	13.0	26	10.0	16	6.1	76	29.1
Maui CC	150	25	16.7	14	9.3	13	8.7	52	34.7

We recognize that mobility of students partially explains the lower-than-anticipated percentage of returns in this survey of graduates. A 34 percent return is good, higher than similar studies which report returns of less than 30 percent.

2. Data on Representativeness

Data on representativeness of the returns are found in Table 2.

¹One of the disadvantages of using bulk mail, which is economical, is lack of knowledge about the number of graduates whose addresses have changed since graduation. The post office is not required to return "undeliverable" mail to the sender.

TABLE 2
SURVEY OF 1971-72 GRADUATES
REPRESENTATIVENESS DATA

Characteristic	Total Graduates		Respondents	
	No.	V%	No.	V%
Total	1,354	100.0	466	100.0
Male	717	53.0	233	50.0
Female	637	47.0	233	50.0
Age				
21 and under	1	0.1	0	0.0
22-24	636	47.0	250	53.6
25-29	388	28.7	124	26.6
30 and over	271	20.0	65	13.9
No Data	58	4.3	27	5.8
C.C. Grade Point Average				
3.5 and above	251	18.5	86	18.5
3.0 - 3.4	328	24.2	118	25.3
2.0 - 2.9	667	49.3	235	50.4
Below 2.0	108	8.0	27	5.8
Degree				
A.A.	309	22.8	98	21.0
A.S.	666	49.2	242	51.9
Certificate	368	27.2	124	26.6
No Data	11	0.8	2	0.4
Major Field				
Liberal Arts	310	22.9	98	21.0
Vocational Ed.	1,032	76.2	366	78.5
No Data	12	0.9	2	0.4
Campus				
Hawaii CC	222	16.4	77	16.5
Honolulu CC	324	23.9	95	20.4
Kapiolani CC	318	23.5	131	28.1
Kauai CC	79	5.8	35	7.5
Leeward CC	261	19.3	76	16.3
Maui CC	150	11.1	52	11.2

Characteristics of the responding and non-responding groups were analyzed. Chi-square tests showed statistically significant differences between these groups on two characteristics: age and campus. The responding group had:

- a. An under-representation of graduates over 29 years of age and a slight over-representation of graduates 22-24 years of age.
- b. An over-representation of graduates from Kapiolani and Kauai Community Colleges and an under-representation of students from the Honolulu and Leeward campuses.

The results of this survey should be interpreted with consideration of these findings on representativeness. The inclusion of Appendix C, campus responses to the questionnaire, should provide the reader with data necessary for accurate interpretation.

C. Findings: Student Goals and Evaluations

1. Important Student Goals and Degree of Fulfillment

The questionnaire included 16 goals, and Figure 1 illustrates their importance to graduates. "Train for occupation" was considered important by 84 percent of the graduates as a whole, followed by "get degree or certificate" and "gain practical experience." Leeward Community College rated "get a broad education" and "prepare for further education" as most important. The two goals considered least important (selected by the lowest number of students) were "develop new interests" (33 percent) and "meet family expectations." All six community colleges agreed on these two goals as being least important. The rank order of these 16 goals, by campus, however, shows variation.

The data in Table 3 show: (a) goals which were considered important to students; (b) degree to which expectations were fulfilled--an average of the responses of students who considered the goal important; and (c) student characteristics which showed statistically significant differences in average degree of fulfillment.

Students were asked to indicate the degree to which their expectations had been fulfilled on a five-point scale with "1, largely fulfilled" to "5, not fulfilled." The lower the average degree of fulfillment numerically, the better the rating. The graduates, as a whole, responded thus:

Best ratings:

- to get a degree or certificate (1.40)
- to meet people and make friends (1.82)
- to meet the expectations of my family and friends (1.85)
- to graduate from a school with a quality program (1.98)

Poorest ratings:

- to develop new interests in areas such as literature, drama, music, art, politics (2.47)
- to explore various vocational areas (2.45)
- to get a better job or to qualify for promotion (2.44)

FIGURE 1

NUMBER AND PERCENTAGE OF GRADUATES WHO CONSIDERED THE GOALS IMPORTANT
(TOTAL = 466)

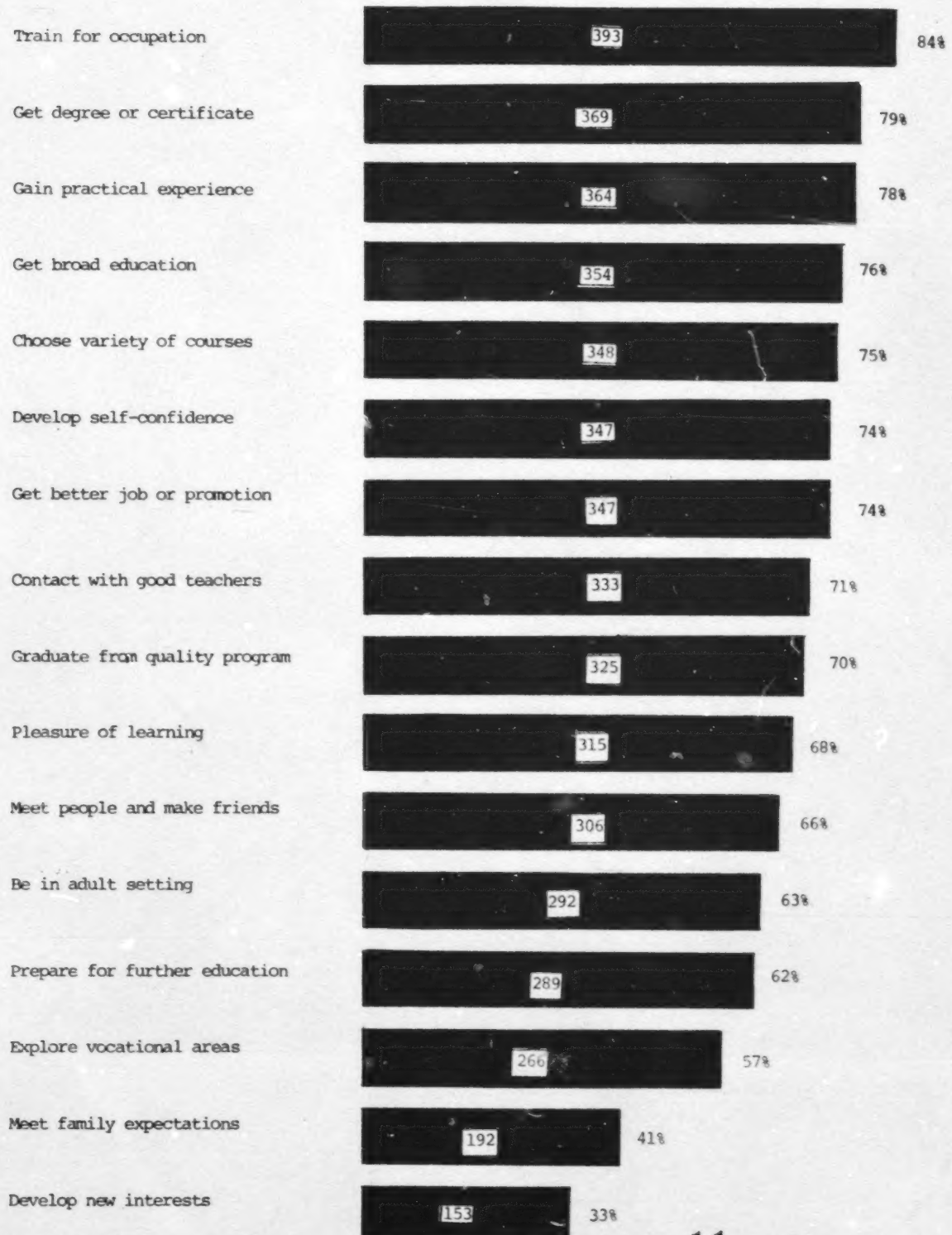


TABLE 3

SURVEY OF 1971-72 GRADUATES
IMPORTANT STUDENT GOALS AND AVERAGE DEGREE OF FULFILLMENT

Note: See Appendix C for detailed information.

Student Goal	Important		Ave. Deg. of Fulfillment ^b Mean	Characteristics, Level of Significance ^c					Pres. Activ.
	No.	Percent ^a		Sex	Age	Average Grade	Degree	Program	Campus
Self-confidence	347	74.5	2.29		**				
Adult setting	292	62.7	2.12			*			*
Learning	315	67.6	2.03			*			***
Good teachers	333	71.5	2.14					*	**
Friends	306	65.7	1.82						*
Broad education	354	76.0	2.20						
Vocational orientation	266	57.1	2.45	*					*
New interests	153	32.8	2.47			*			*
Course variety	348	74.7	2.35						
Occupational training	393	84.3	2.09	**		*	***	**	**
Practical experience	364	78.1	2.27			*	**	***	**
Job promotion	347	74.5	2.44			**	*	***	***
Further education	289	62.0	2.25		**	*	*	**	
Degree/certificate	369	79.2	1.40	*		**			
Family expectations	192	41.2	1.85			**			
Quality program	325	69.7	1.98			**		*	**

a percent = number who considered the goal important
number of total respondents (466)

b "Average degree of fulfillment": students rated important goals on a five-point scale with "1" meaning "largely fulfilled."

c Level of significance: based on analysis of variance, levels of statistical significance are denoted thus:

* .05 level

** .01 level

An analysis of the fulfillment ratings showed statistically significant differences (at least at the .05 level) among students on certain goals. The three student characteristics which most often showed different responses were (a) grade point average (10 goals), (b) campus (7 goals), and (c) program (6 goals). For example, graduates with a grade point average of 3.5 or above gave best fulfillment ratings for such goals as: to learn for the pleasure of learning, to be trained for an occupation, to gain practical experience in my field, to get a better job or to qualify for promotion, to prepare myself for further education, to get a degree or certificate, to meet the expectations of my family and friends, and to graduate from a school with a quality program. (See Table 3 for further details on student characteristics and important goals.)

2. Evaluations of Community College Experience

Students were asked to evaluate their community college experience on a five-point scale in 10 specific areas and to give an overall evaluation. The findings are summarized in Table 4: (a) the percentage of respondents who rated the items; (b) the average rating for each item; and (c) student characteristics which showed statistically significant differences in the average ratings.

Students were asked to rate all items on a five-point scale; "1" being the most favorable rating and "5" the lowest. Average ratings for the items ranged from the best for instructors' helpfulness (1.95) and instructors' qualifications (1.96) to the poorest for extra-curricular activities (2.94) and availability of courses (2.74). The over-all evaluation of the community college experience received an average rating of 2.18--equal to that for the grading system and better than ratings for seven items.

Analysis of the average ratings indicated that there were statistically significant differences among students:

- a. On eight items, campus differences were significant--instructors' qualifications, instructors' helpfulness, instructional methods, orientation information, course availability, grading system, facilities/equipment, and over-all evaluation.
- b. On five items, GPA (grade point average or average grade) differences were significant--instructors' qualifications, instructors' helpfulness, instructional methods, availability of courses, and over-all evaluation. (See Table 4 for further details on evaluation, by student characteristics.)

In view of the statistical significance of campus differences, Figure 2 was prepared.

D. Findings: Present Activities of Graduates¹

What are graduates doing three years after graduation? Slightly more than three-fourths (78 percent) were employed, 8 percent were enrolled in school, 8 percent were unemployed, 4 percent were at home, 2 percent were serving in the military. (Table 5)

¹A few respondents checked more than one activity. There were 24 employed students who were also engaged in other activities: 6 were in the military, and 18 were also enrolled in school.

TABLE 4

SURVEY OF 1971-72 GRADUATES
EVALUATIONS OF COMMUNITY COLLEGE EXPERIENCE

Note: See Appendix C for detailed information.

Item	Respondents		Average Rating ^b	Characteristics, Level of Significance ^c					Pres. Activ.
	No.	Percent ^a		Sex	Age	Average Grade	Degree	Program	Campus
1. Instructors' background	449	96.4	1.96			*		**	**
2. Instructors' helpfulness	450	96.6	1.95	*		*		**	*
3. Instructional methods	447	95.9	2.29	**		*			*
4. Ed/voc counseling	442	94.8	2.55						
5. Counselors' helpfulness	445	95.5	2.57						**
6. Orientation information	444	95.3	2.66	*			*		*
7. Course availability	447	95.9	2.74			**			*
8. Grading system	449	96.4	2.18						**
9. Facilities/equipment	448	96.1	2.43				*		***
10. Extra-curricular activ.	428	91.8	2.94						
11. Over-all evaluation	444	95.3	2.18			*	*	*	*

^apercent = number who evaluated the item
number of total respondents (466)

^b"Average rating": students rated each item on a five-point scale with "1" representing the most favorable rating.

^cLevel of significance: based on analysis of variance, levels of statistical significance are denoted thus:

* .05 level
** .01 level
*** .001 level

FIGURE 2

-10-

EVALUATION OF COMMUNITY COLLEGE EXPERIENCE, BY CAMPUS AVERAGE RATINGS

Note: The lower the numerical rating, the more favorable the evaluation.

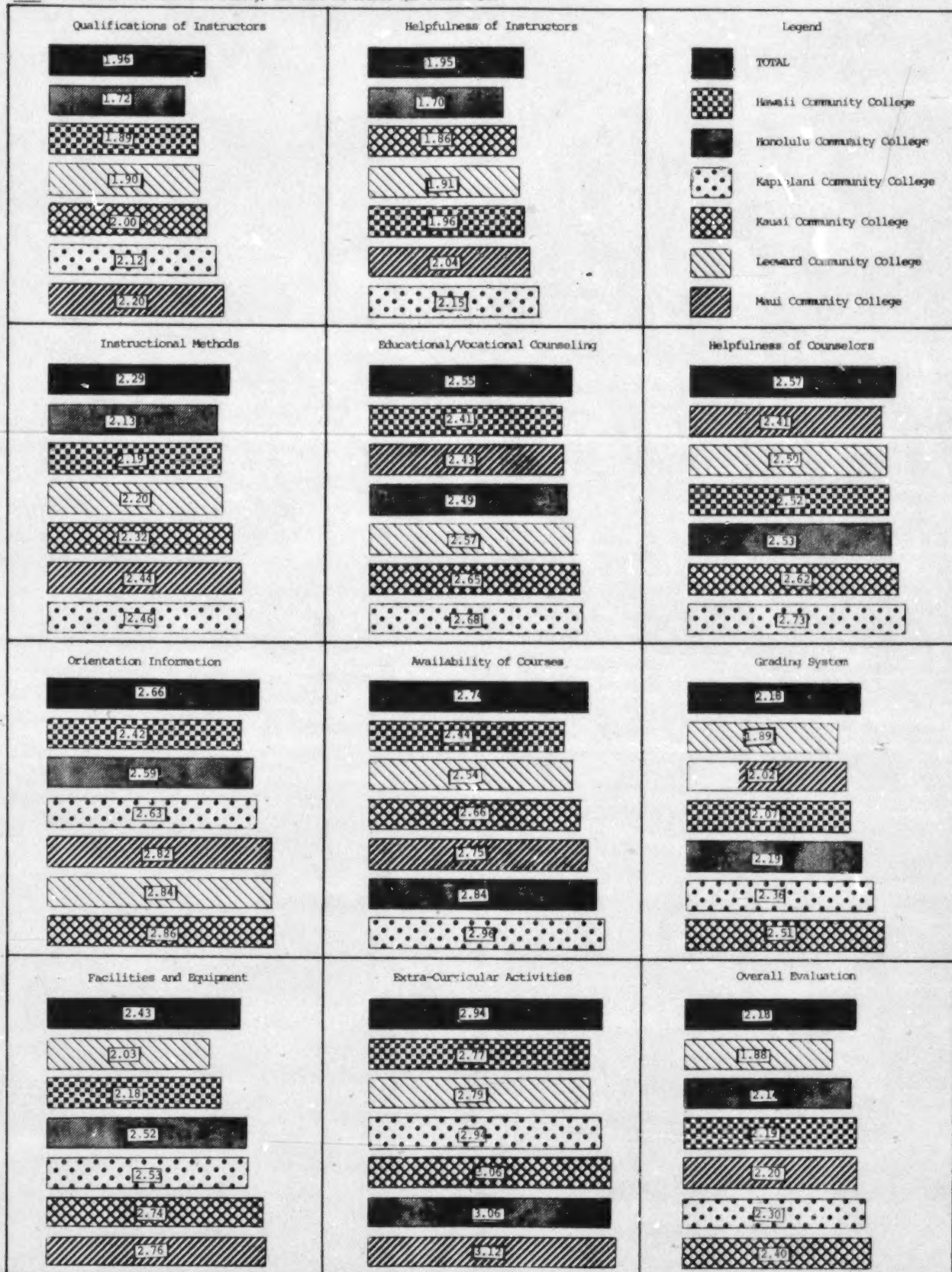


TABLE 5

SURVEY OF 1971-72 GRADUATES

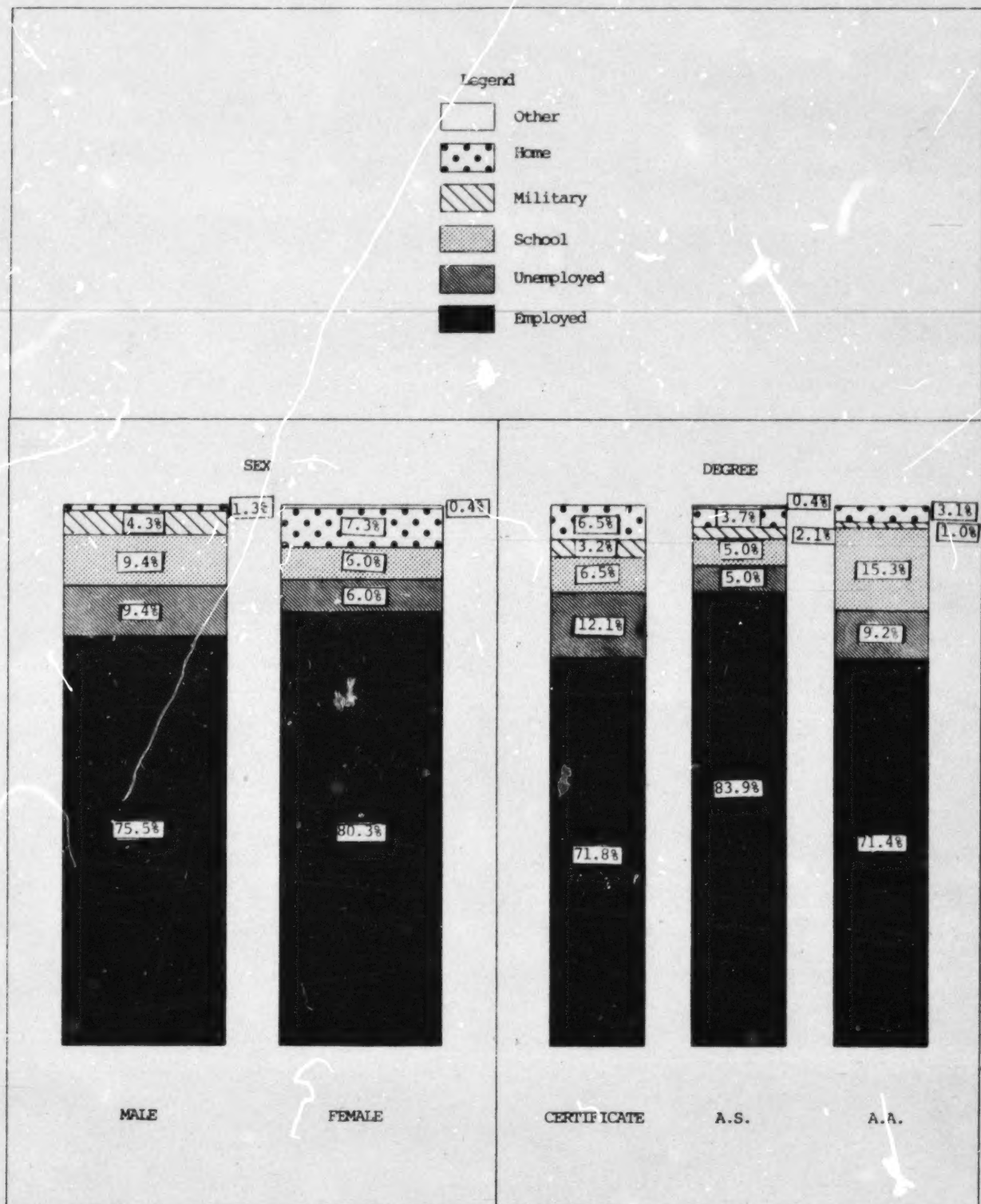
PRESENT ACTIVITIES OF GRADUATES^a

Present Activity	Respondents		SEX				DEGREE							
			Male		Female		Certificate		Assoc. Sci.		Assoc. Arts		No Data	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
TOTAL	466	100.0	233	100.0	233	100.0	124	100.0	242	100.0	98	100.0	2	100.0
1. Unemployed	36	7.7	22	9.4	14	6.0	15	12.1	12	5.0	9	9.2	0	0.0
2. Employed	363	77.9	176	75.5	187	80.3	89	71.8	203	83.9	70	71.4	1	50.0
3. Military	10	2.1	10	4.3	0	0.0	4	3.2	5	2.1	1	1.0	0	0.0
4. School	36	7.7	22	9.4	14	6.0	8	6.5	12	5.0	15	15.3	1	50.0
5. Home	20	4.3	3	1.3	17	7.3	8	6.5	9	3.7	3	3.1	0	0.0
6. Other	1	0.2	0	0.0	1	0.4	0	0.0	1	0.4	0	0.0	0	0.0

^aStatistically significant differences were found for sex at the .001 level and degree at the .01 level.

There were statistically significant differences in the present activities of graduates on two characteristics: sex and degree. These differences are illustrated in Figure 3.

FIGURE 3
PRESENT ACTIVITIES OF GRADUATES, BY SEX AND BY DEGREE



Respondents were also asked to furnish additional information about their present activities, and details are given in the following five sections of this report.

1. Findings on Graduates Who Are Working

Employed graduates were asked ten questions dealing with their employment:

- a. Employment status
- b. Occupation¹
- c. Employer
- d. Place of work
- e. Work/community college studies relationship
- f. Salary base
- g. Monthly earning
- h. Work record
- i. Future work plans
- j. Future educational plans

The data in Table 6 present the responses to these questions expressed by a majority or plurality of the employed graduates. In addition, information is given on the areas in which statistically significant differences were found, by student characteristics.²

A profile of the employed graduates, based on majority/plurality choices to various questions, would be: An individual (male or female) who worked full time in a clerical/sales position for a private firm on Oahu and was paid an average monthly salary of \$694. The position was related to the studies undertaken in the community college. The employee intended to continue in the present job and did not have plans for further education.

The plurality of both males and females was employed in private business on Oahu in course-related jobs and planned to continue in their present jobs. However, greater proportions of males were in the professional, technical, managerial and public service occupations, while greater proportions of females were in clerical/sales work. While males tended to be paid on an hourly rate, females were paid on a monthly base. Full-time employed males averaged \$874 monthly, and females earned \$580.

¹"Occupation" was coded, based on the U.S. Department of Labor's Dictionary of Occupational Titles. These are the following nine occupational categories:

- a. Professional, technical, managerial (registered nurse, accountant, teacher, corporate officer)
- b. Clerical and sales (clerk, bookkeeper, secretary, sales representative)
- c. Service (firefighter, police officer, hairdresser, licensed practical nurse)
- d. Farming, fishery, forestry (groundskeeper, irrigator)
- e. Processing (ironworking)
- f. Machine trades (mechanic, auto body and fender repairman)
- g. Bench work (jeweler, electrical appliance repairman)
- h. Structural work (construction worker, carpenter, electrician)
- i. Miscellaneous (marine deck hand)

²Chi-square tests showed no statistically significant differences in the characteristics of full- and part-time employed graduates.

TABLE 6

SURVEY OF 1971-72 GRADUATES
DATA ON GRADUATES WHO ARE EMPLOYED

Item and Majority/ Plurality Choice	Respondents		Characteristics, Level of Significance ^b					
	No.	Percent ^a	Sex	Age	Average Grade	Degree	Program	Campus
1. Employment Status Full-Time	361 336	93.1						
2. Occupational Category - All Clerical & Sales	358 147	41.1	***	***		***	***	***
2a. Occupational Category, F.T. Clerical & Sales	332 139	41.9	***	***		**	***	***
2b. Occupational Category, P.T. Public Service	25 9	36.0				**		
3. Employer Private Business	360 252	70.0		***		**	***	
4. Work Place Oahu	361 210	58.2			***	**		***
5. Job/Comm. Coll. Studies Rel. Yes	360 207	57.5				***	***	**
6. Salary Base Monthly	359 203	56.5	***				***	***
7. Monthly Earning \$500 - \$699	326 108	33.1	***	***	**	***	***	***
8. Future Work Plan Cont. Present Job	356 222	62.4						***
9. Future Educational Plan No Further Education	334 138	41.3		***		***	***	***

^aPercent is based on number responding to the particular item.

^bLevel of significance: based on chi-square, levels of significance are denoted thus: * .05 level
** .01 level
*** .001 level

Since the data in Table 6 show many areas in which statistically significant differences are present, Figure 4 was prepared to illustrate the differences in occupational categories, and Figure 5 to show the differences in monthly earnings.

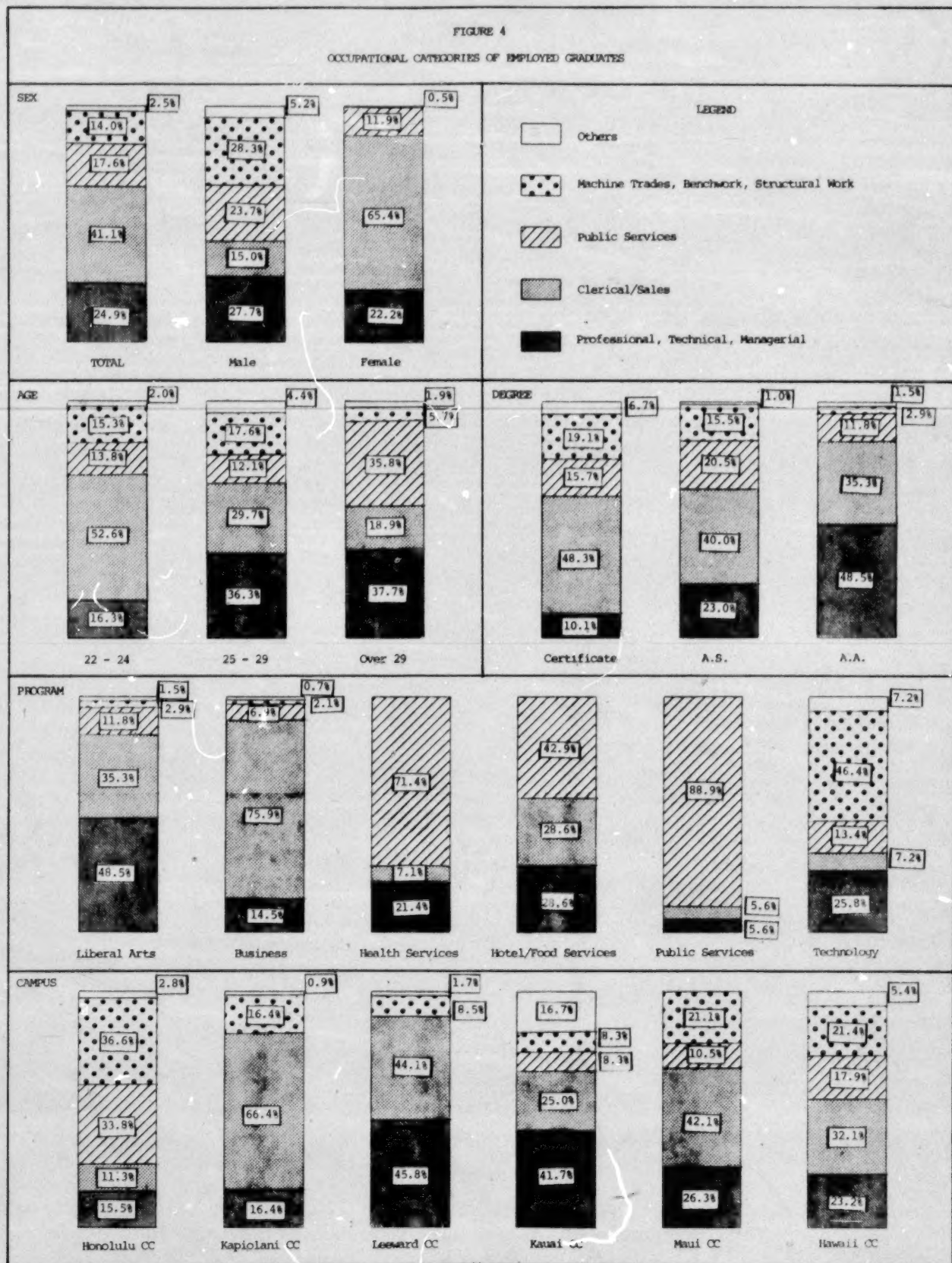


FIGURE 5

MONTHLY EARNINGS OF EMPLOYED GRADUATES

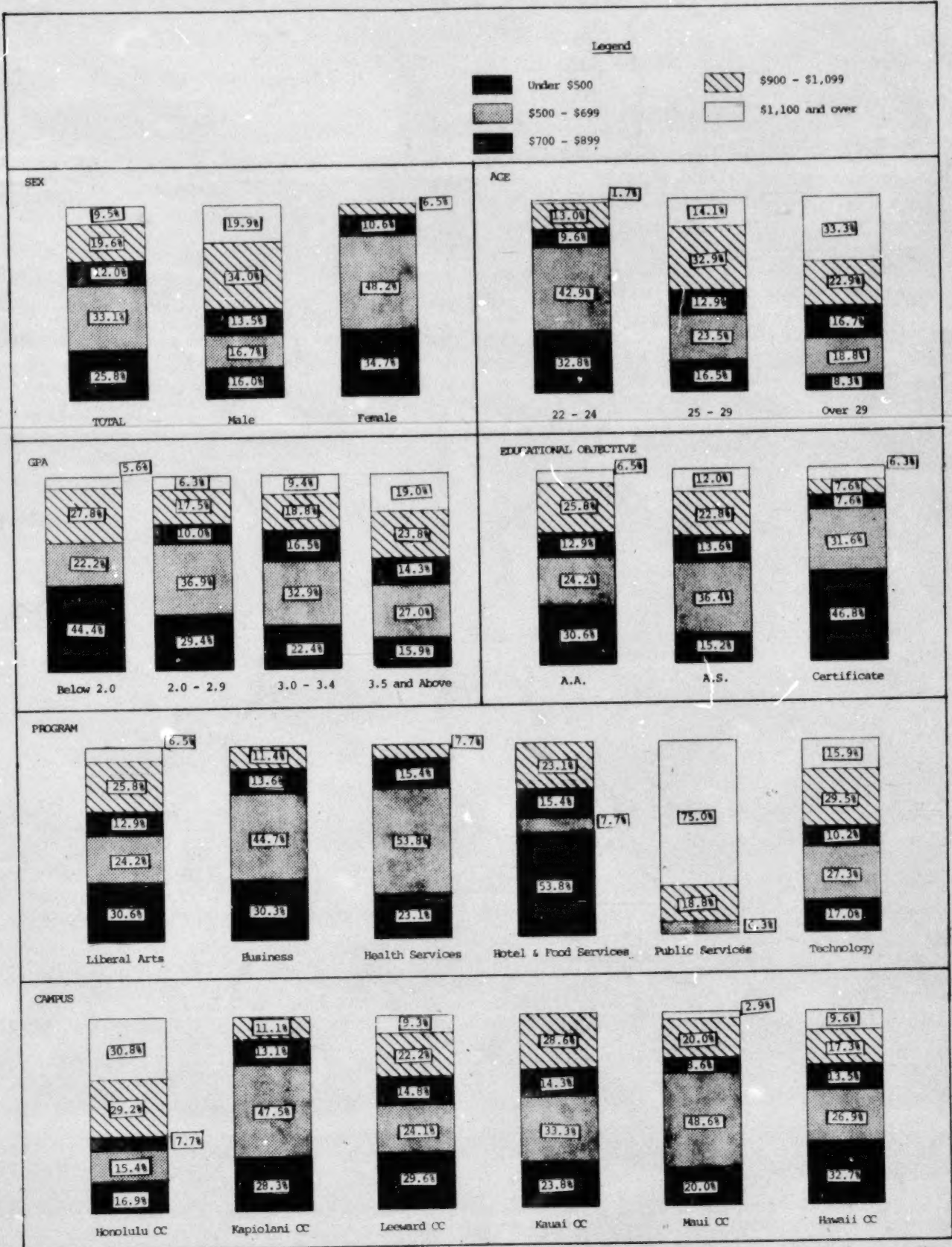


Table 7 provides additional data on the average monthly salaries of full-time employed graduates only by indicating the range in average salaries for various groups of employed graduates. A profile of the best paid graduate would be: a male, over 29 years of age, who earned a grade point average of B+ or better, received an Associate in Science degree in a public services program.

TABLE 7

SURVEY OF 1971-72 GRADUATES

AVERAGE MONTHLY SALARIES OF FULL-TIME EMPLOYED GRADUATES ONLY

Note: The average for the total group was \$720.

Feature ^a	LOW		HIGH	
	Sub-Group	Average Salary	Sub-Group	Average Salary
Sex***	Female	\$580	Male	\$ 874
Age***	22-24 years	615	Over 29 years	1,025
Average Grade**	Below 2.9	674	3.5 and above	826
Degree**	Certificate	611	A.S.	765
Program***	Business	604 ^b	Public Services	1,253 ^c
Campus***	Kapiolani	605	Honolulu	941

^aLevels of statistical significance, based on analysis of variance, are shown thus:

- * .05 level
- ** .01 level
- *** .001 level

^bHotel/food services: \$607.

^cEducation (1 graduate): \$1,666.

Among other noteworthy points regarding employed graduates are the following:

- a. Employer: 70 percent worked for private business, 25 percent for government, 3 percent for self, 3 percent for a combination of employers. Over half (57 percent) of employed graduates over 29 years of age worked for government, while three-fourths of those 22-24 years of age worked for private business. Over three-fourths of graduates with major fields of study in business, health services, hotel and food services, and technology worked for private business, while only two-fifths of those in liberal arts and none in the public services did so.

- b. Place of Employment: 58 percent worked on Oahu, 21 percent on Hawaii, 11 percent on Maui, 7 percent on Kauai, 3 percent on the Mainland. The majority of graduates worked on Oahu except for those with grade point averages below 2.0; over three-fifths of these students were working on Hawaii. (65 percent of the respondents were graduates of community colleges on Oahu.)
- c. Compensation Base: 57 percent were paid monthly salaries, 37 percent had hourly rates, 3 percent were paid commissions and 3 percent were paid on a combination of bases. About a half of the males and a quarter of the females were paid on an hourly rate. Close to three-fourths of technology majors and over half of hotel/food services majors were paid on an hourly rate.
- d. Job/Community College Studies Relationship: 58 percent of employed graduates indicated that their jobs were related directly to their community college studies, 20 percent said their jobs were somewhat related, and 23 percent said their jobs were not related. Among those who found their jobs directly related to their studies were: Associate in Science recipients (67 percent), public services (89 percent) and technology (61 percent) majors, and graduates from Honolulu Community College (69 percent).
- e. Future Work Plans: 62 percent planned to continue their present work, 17 percent wanted to change to a job related to their community college studies, 8 percent to a job unrelated to their studies, and 13 percent had other plans.

A final item dealt with the work history of employed graduates. This is summarized in Table 8 which provides data on occupational categories and employers, by the type of degree received by the graduates. In all, 153 or 43 percent of employed graduates had work histories, and they had held 287 jobs prior to the present one. The great majority of the jobs were held by A.S. degree recipients in clerical/sales positions in private business. For the 153 employed graduates with a work history, close to two-thirds had had several jobs in identical occupational categories.

2. Findings on Graduates Who Are Continuing Their Education

Graduates who are presently continuing their education were asked to furnish information on ten items:

- a. Enrollment status
- b. Class
- c. Campus
- d. First year enrolled
- e. Community college credits transferred
- f. Present grade point average
- g. Degree sought
- h. Degree year
- i. Major field
- j. Future educational plans

The majority/plurality choice of graduates is given for each item in Table 9 which also provides data on areas in which statistically significant differences were found. Of the 466 respondents, only 36 (14 females and 22 males) or 8 percent, were continuing their education three years after graduating from a community college.

TABLE 8
SURVEY OF 1971-72 GRADUATES
EMPLOYED GRADUATES: WORK RECORD

Feature	GRAND TOTAL				A.A. ONLY				A.S. ONLY				CERTIFICATE ONLY			
	Total		Position Held:		Sub-Total		Position Held:		Sub-Total		Position Held:		Sub-Total		Position Held:	
	No.	V%	>Yr.	<Yr.	No.	V%	>Yr.	<Yr.	No.	V%	>Yr.	<Yr.	No.	V%	>Yr.	<Yr.
Respondents	153				27				99				27			
Positions	287	100.0	151	136	50	100.0	25	25	183	100.0	99	84	54	100.0	27	27
Occupational Category																
1. Prof./Tech./Mgmt.	29	10.1	14	15	15	30.0	8	7	12	6.6	5	7	2	3.7	1	1
2. Clerical/Sales	148	51.6	74	74	21	42.0	11	10	102	55.7	51	51	25	46.3	12	13
3. Service	54	18.8	32	22	9	18.0	3	6	36	19.7	24	12	9	16.7	5	4
4. Farm/Fish./Forestry	2	0.7	1	1	2	4.0	1	1	0	0.0	0	0	0	0.0	0	0
5. Processing	10	3.5	4	6	2	4.0	1	1	3	1.6	0	3	5	9.2	3	2
6. Machine Trades	6	2.1	4	2	0	0.0	0	0	4	2.2	3	1	2	3.7	1	1
7. Bench Work	2	0.7	1	1	0	0.0	0	0	2	1.1	1	1	0	0.0	0	0
8. Structural	32	11.1	19	13	1	2.0	1	0	20	10.9	13	7	11	20.4	5	6
9. Miscellaneous	4	1.4	2	2	0	0.0	0	0	4	2.2	2	2	0	0.0	0	0
Employer																
1. Government	69	24.0	38	31	19	38.0	8	11	44	24.0	29	15	6	11.1	1	5
2. Private Business	213	74.2	111	102	28	56.0	16	12	138	75.4	69	69	47	87.0	26	21
3. Self; Other	5	1.7	2	3	3	6.0	1	2	1	0.5	1	0	1	1.8	0	1
Present/Past Occupational Categories ^a																
1. Identical	97	63.4			10	37.0			69	69.7			18	66.7		
2. Different	56	36.6			17	63.0			30	30.3			9	33.3		

^aBoth number and percentages are based on number of respondents.

TABLE 9
SURVEY OF 1971-72 GRADUATES
DATA ON GRADUATES WHO ARE CONTINUING THEIR EDUCATION

Item and Majority/ Plurality Choice	Respondents		Characteristics, Level of Significance ^b					
	No.	Percent ^a	Sex	Age	Average Grade	Degree	Program	Campus
1. Enrollment Status Full-Time	36 30	83.3	*					
2. Class Junior or Senior	36 16	44.4		*				
3. Campus Attending Manoa	36 22	61.1						
4. First Year Enrolled 1972-1973	36 14	38.9						
5. C.C. Credits Transferred All or Most	32 25	78.1			*			
6. Present Grade Point Average 2.5 to 2.9	32 14	43.8			**			
7. Degree Sought Bachelor's	36 18	50.0						
8. Degree Year 1976	36 17	47.2						
9. Major Field Humanities	36 7	19.4					*	
10. Future Educational Plans No Further Education	34 27	79.4		*				

^aPercent is based on number responding to the particular item.

^bLevel of significance: based on chi-square, levels of significance are denoted thus: * .05 level
** .01 level
*** .001 level

A community college graduate enrolled in a college three years later would have the following profile: full-time, upper division, male student at the Manoa Campus majoring in the humanities or social sciences. He was seeking a bachelor's degree and hoped to receive it in 1976. He was able to transfer all or most of his community college credits in courses numbered 100 or above, and he maintained a grade point average of C+.

Some of the major findings regarding graduates enrolled in college are given below:

- Enrollment Status: 96 percent of males and 64 percent of females were full-time students.
- Class: 16 percent were graduate or professional students.
- Institution: Although 61 percent were at Manoa, 28 percent were attending a community college to learn additional skills and/or to earn another degree.
- Transfer of Community College Credits: Four-fifths of graduates with grade point averages of C or above were able to transfer all or most of their credits.

- e. Present Grade Point Average: 22 percent had B+ or above; 25 percent, B; 44 percent, C+; and 9 percent, C. The graduate's community college grade point average was directly related to his present grade point average.
- f. Degree Sought: The most commonly-sought degrees were: bachelor's (50 percent), associate (19 percent), graduate/professional (20 percent).
- g. Major Field: The choice of major field was related to the graduate's program in the community college.

3. Findings on Graduates Who Are Serving in the Military

Five questions were answered by graduates presently serving in the military:

- a. Military status
- b. Branch of service
- c. Rank
- d. Career plans regarding the military
- e. Future educational plan

The majority/plurality choice of the 10 male graduates serving in the military is presented for each item in Table 10. A profile: he was on active duty in the Army, non-commissioned, and did not plan to make the military his career. There were no significant differences among graduates in the military, by various characteristics.

TABLE 10
SURVEY OF 1971-72 GRADUATES
DATA ON GRADUATES WHO ARE SERVING IN THE MILITARY

Item and Majority/ Plurality Choice	Respondents		Characteristics, Level of Significance ^b					
	No.	Percent ^a	Sex	Age	Average Grade	Degree	Program	Campus
1. Military Status	10							
Active	10	100.0						
2. Branch of Service	10							
Army	4	40.0						
3. Rank	10							
Non-Commissioned	10	100.0						
4. Military Career Plan	10							
No	5	50.0						
5. Future Educational Plan	10							
Attend School—No Instit. Given	6	60.0						

^aPercent is based on number responding to the particular item.

^bLevel of significance: based on chi-square, levels of significance are denoted thus: * .05 level, ** .01 level, *** .001 level.

4. Findings on Graduates Who Are Unemployed but Looking for Work

Unemployed graduates looking for work furnished information on the following items:

- a. Unemployment period
- b. Job sought
- c. 1975 job applications
- d. Post-graduation work
- e. Post-graduation education
- f. Future educational plan

Data in Table 11 indicate the majority/plurality choice of the 34 (13 females and 21 males) unemployed graduates for each of the above items.

TABLE 11
SURVEY OF 1971-72 GRADUATES
DATA ON GRADUATES WHO ARE UNEMPLOYED BUT LOOKING FOR WORK

Item and Majority/ Plurality Choice	Respondents		Characteristics, Level of Significance ^b					
	No.	Percent ^a	Sex	Age	Average Grade	Degree	Program	Campus
1. Unemployment Period <1 Year	34 24	70.6					**	
2. Job Sought Course Related Job	35 21	60.0						
3. 1975 Job Applications Average No. of Jobs	21	11.76		*				
4. Post-Grad. Work Yes, Related to Studies	35 16	45.7				*	*	
5. Post-Grad. Education No	34 20	58.8				*		
6. Future Educational Plans No Further Education	29 10	34.5						

^aPercent is based on number responding to the particular item.

^bLevel of significance: based on chi-square, levels of significance are denoted thus: * .05 level
 ** .01 level
 *** .001 level

A profile of the unemployed graduate follows: He had been unemployed for less than a year, was seeking a job related to his community college studies, and had applied for 12 jobs. After graduation from the community college, he had obtained a job related to his studies, but had not continued his education.

Some major findings regarding the unemployed graduates are:

- a. Unemployment Period: A longer unemployed period was reported by graduates in business compared to those in technology and the liberal arts.
- b. Jobs Sought: 23 percent indicated they were seeking "any kind of job."
- c. Job Applications: Graduates who were 25-29 years old applied for 17 jobs, on the average, while those 22-24 and over 29 years old applied for 5.
- d. Post-Graduation Work: In addition to the 46 percent of unemployed graduates who had worked in a course-related job, there were 34 percent who had worked in a job not related to course work. However, 20 percent had not worked at all since graduating from a community college.
- e. Post-Graduation Education: 18 percent of the unemployed graduates earned bachelors' degrees and 23 percent more continued their education after graduation.

5. Findings on Graduates Who Are at Home

Graduates who are at home responded to five questions:

- a. At-home period
- b. Post-graduation education
- c. Post-graduation work
- d. Future work plan
- e. Future educational plan

The majority/plurality choice of these 19 graduates (16 females and 3 males) on each item is found in Table 12. A profile follows: She had been at home for less than two years, had sought no further education after graduation but had worked in a course-related job. Her plan was to look for a job related to her studies.

TABLE 12
SURVEY OF 1971-72 GRADUATES
DATA ON GRADUATES WHO ARE AT HOME

Item and Majority/ Plurality Choice	Respondents		Characteristics, Level of Significance ^b					
	No.	Percent ^a	Sex	Age	Average Grade	Degree	Program	Campus
1. At Home Period 1 - 2 Years	19 8	42.1						
2. Post-Grad. Education No	19 14	73.7						
3. Post-Grad. Work Yes, Related to Studies	18 10	55.6		**				
4. Future Work Plans Look for Job Related to Studies	19 9	47.4						
5. Future Educational Plans No Further Education	19 13	68.4						

^aPercent is based on number responding to the particular item.

^bLevel of significance: based on chi-square, levels of significance are denoted thus: * .05 level
** .01 level
*** .001 level

Among the major findings regarding graduates at home, not looking for work outside the home, are:

- a. Period at Home: About one-fourth had been at home for more than two years and one-third for less than a year.
- b. Post-Graduation Education: 5 students had continued their education, but none had earned a bachelor's degree.
- c. Post-Graduation Work: Only one student had not worked after graduation. Three-fourths of those 25-29 years old had worked in a course-related job.
- d. Future Work Plans: Only one-fourth planned to remain at home; the remainder planned to look for work related or not related to their community college studies.

E. Findings: Educational Plans of Graduates

Graduates were asked to indicate whether they intended to undertake further education in the next five years and to specify the institution if they had such plans. Over half of the graduates (56 percent) had plans for further education, and half of these (119 students) intended to enroll at one of the campuses of the University of Hawaii. (Table 13)

Statistically significant differences were found in plans for future education among graduates, by age, degree, program, campus and present activity. See Figure 6 for an illustration of some of these differences.

Among the sub-groups with the highest percentages of graduates with plans for future education were: Associate in Arts recipients, graduates over 29 years of age, Leeward Community College graduates, and graduates serving in the military.

There were statistically significant differences in future plans among the employed group, by age, degree, program, and campus. Employed graduates had the highest percentages with future educational plans in the following sub-groups: (a) 25-29 years old, 73 percent; (b) Associate in Arts recipients, 78 percent; (c) Leeward Community College graduates, 76 percent.

TABLE 13
SURVEY OF 1971-72 GRADUATES
FUTURE EDUCATIONAL PLANS OF GRADUATES^a

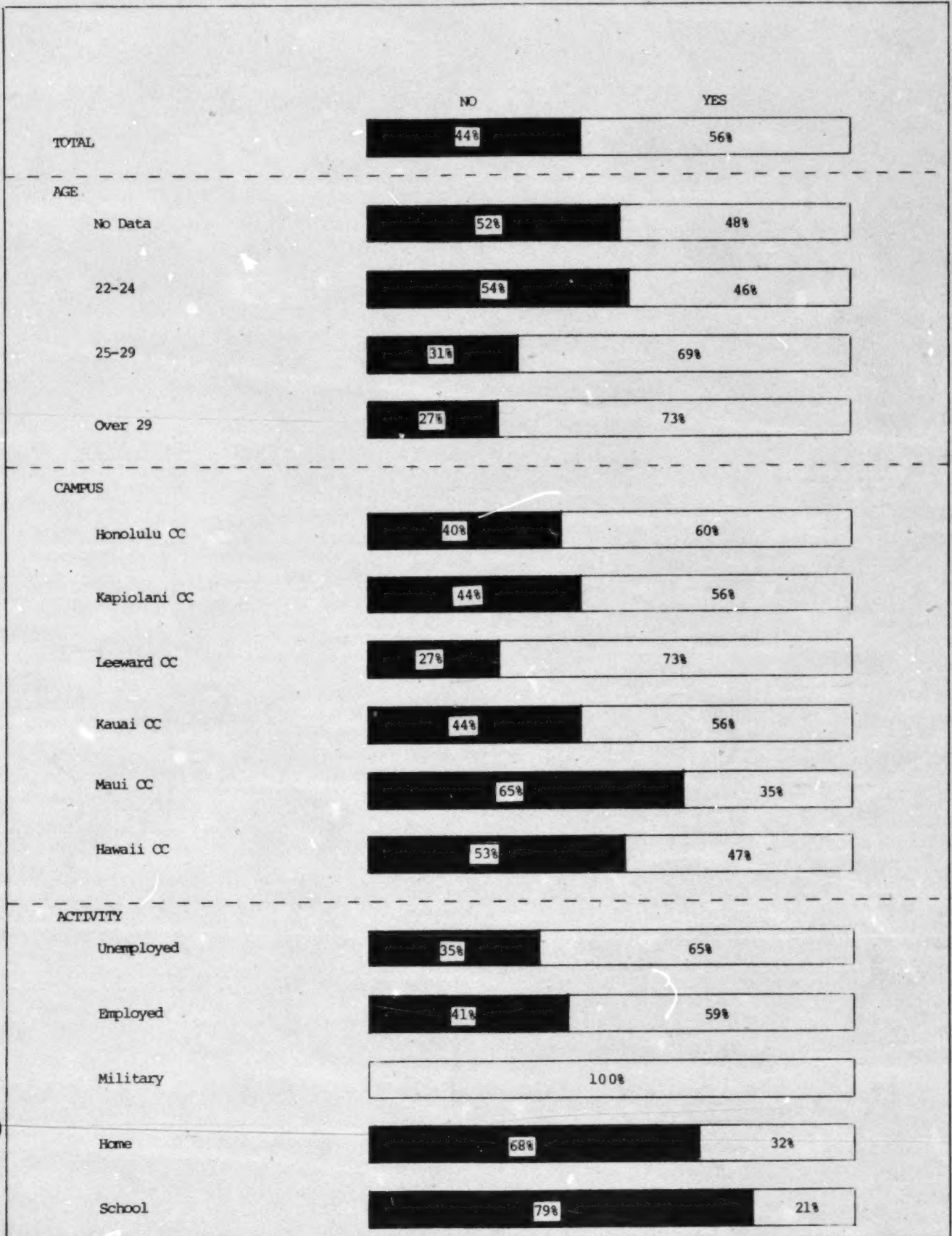
Educational Plan	Respondents		LEADS										PROGRAM															
	A.A.		A.S.		Cert.		Lib. Arts		Voc. Ed.		Business		Hlth. Svc.		Hotel/Food		Technology		Pub. Svc.		Education		No Data					
	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA	No.	VA				
TOTAL	426	100.0	89	100.0	227	100.0	108	100.0	2	100.0	89	100.0	335	100.0	166	100.0	18	100.0	15	100.0	19	100.0	116	100.0	1	100.0	2	100.0
Have Educ. Plans	238	55.9	64	71.9	126	55.5	48	44.4	0	0.0	64	71.9	174	51.9	82	49.4	10	55.6	9	60.0	14	73.7	58	50.0	1	100.0	0	0.0
Other HI C.C.	50	11.7	6	6.7	29	12.8	15	13.9	0	0.0	6	6.7	44	13.1	23	13.9	2	11.1	2	13.3	1	5.3	16	13.8	0	0.0	0	0.0
Master/Ph.D.	69	16.2	30	33.7	32	14.1	7	6.5	0	0.0	30	33.7	39	11.6	15	9.0	4	22.2	2	13.3	7	36.8	11	9.5	0	0.0	0	0.0
Other Adv. Instit.	13	3.0	5	5.6	5	2.2	3	2.8	0	0.0	5	5.6	8	2.4	2	1.2	0	0.0	0	0.0	2	10.5	4	3.4	0	0.0	0	0.0
Mainland Institutions	17	4.0	6	6.7	9	4.0	2	1.9	0	0.0	6	6.7	11	3.3	4	2.4	1	5.6	0	0.0	1	5.3	5	4.3	0	0.0	0	0.0
None Identified	89	20.9	17	19.1	51	22.5	21	19.4	0	0.0	17	19.1	72	21.5	38	22.9	3	16.7	5	33.3	3	15.8	22	19.0	1	100.0	0	0.0
No Future Educ. Plans	188	44.1	25	28.1	101	44.5	60	55.6	2	100.0	25	28.1	161	48.1	84	50.6	8	44.4	6	40.0	5	26.3	58	50.0	0	0.0	2	100.0

^aStatistically significant differences were found for: age, degree, program, campus and present activity at the .001 level.

^bVocational Education is composed of: business, health services, hotel/food services, public services, technology, and education.

FIGURE 6

FUTURE EDUCATIONAL PLANS OF GRADUATES, BY AGE, CAMPUS, AND ACTIVITY



F. Review of the Literature

1. Studies by Community Colleges

Although no extensive review of the literature was made, recent studies of graduates by four community colleges were located:¹

- California. Los Angeles City College
- Maryland. Montgomery College
- Missouri. Florissant Valley Community College
- New Jersey. Atlantic Community College

Probably the most intensive study of graduates has been conducted by Montgomery College which has, since 1970, undertaken annual follow-up studies to ascertain the post-graduation activities of students.

The reports from the above four community colleges were studied, and among the noteworthy results are the following:

- a. Returns: Follow-up studies undertaken soon after graduation had returns of close to 70 percent; those at a later date had returns of 23 percent (four years later) and 32 percent (one to five years later). (See Table 14.)

TABLE 14
BASIC DATA ON COMMUNITY COLLEGE FOLLOW-UP STUDIES
SELECTED MAINLAND COLLEGES

Community College	Graduates	Time of Study	Interval	No. of Graduates	Percent of Returns
Atlantic	1968-72	Summer 1973	1-5 yr.	1,331	32%
Florissant	1972-73	Dec. 1973	<1 yr.	487	68%
Los Angeles	1968	Feb. 1972	4 yr.	1,225	23%
Montgomery	1973-74	--	<1 yr.	962	69%

- b. Activities: All survey forms requested graduates to check off as many activities as were pertinent. During the first year after graduation, more than half (54 and 57 percents at Montgomery and Florissant, respectively) continued their college studies but many

¹Sources: (1) California, Los Angeles City College, Office of Research, "The 1968 L.A.C.C. Graduates--Four Years Later," Research Study #72-8 (June 1972); (2) Maryland, Montgomery County, Montgomery College, Office of Institutional Research, The Graduates 1974; A Follow-up Study of the Students Who Graduated from Montgomery College in 1974 (1975); (3) Missouri, Florissant Valley Community College, Office of Research and Development, Student Follow-Up Project; Graduates 1972-73 (September 1974); (4) New Jersey, Atlantic Community College, Office of Research, Survey of Graduates 1968-1972 (June 11, 1974).

also worked part-time. Among employed graduates, about half indicated that there was a direct relationship between their community college studies and jobs. Many community college graduates pursued further education (range of 54 to 81 percent), but a far smaller proportion attained the bachelor's degree. (See Table 15.)

TABLE 15
POST-GRADUATION ACTIVITIES OF COMMUNITY COLLEGE GRADUATES
SELECTED MAINLAND COLLEGES

Community College	Major Activity (%) ^a			Job/Studies Directly Related	Pursued Post-Grad. Work in Colleges	Attained Bachelors' Degree
	School	Work	Other			
Atlantic	46%	73%	14%	50%	75%	31%
Florissant	57%	81%	<1%	60%	57%	—
Los Angeles	30%	73%	23%	41%	81%	50%
Montgomery	54%	67%	30%	51%	54%	—

^aMultiple responses were accepted, so sum may exceed 100%.

- c. Evaluation of Community College Experience: All but one of the community colleges included questions on various aspects of the community college experience, with items covering instruction and counseling being the most common. (See Table 16.)

TABLE 16
NATURE OF ITEMS COVERED IN EVALUATION OF COMMUNITY COLLEGE EXPERIENCE
SELECTED MAINLAND COLLEGES

Community College	Instruction	Counseling	Administration	Acad. Proc.	Student Activities	Library	Cafeteria, Stud. Store
Atlantic	x	x		x	x	x	
Florissant							
Los Angeles	x	x	x			x	x
Montgomery	x	x					

- d. Main Objectives for Attending Community College: Atlantic Community College asked this question, and the three most commonly-selected objectives were: (a) prepare for further education (51 percent), (b) prepare for an occupation (21 percent), and (c) occupational upgrading (7 percent).

The results show that graduates from these four community colleges responded in rather different ways. In order to understand the significance of these

differences, it is important to know whether these four colleges had students with similar academic, socio-economic backgrounds and whether these colleges had similar types of academic and vocational/technical programs. Unfortunately, such data were not available. Despite this, the results have interest, and the responses of Hawaii's 1971-72 community college graduates can be viewed against this background.

2. Maryland Study¹

Maryland's State Board for Community Colleges in 1974 conducted a state-wide follow-up study of first-time community college students who enrolled in Fall 1971. The follow-up study had four objectives: (a) "establish a longitudinal data base" on Maryland Community College students; (b) identify educational objectives of students at time of entry; (c) provide student evaluation of the community colleges; and (d) establish a formal "student-to-institution information feedback process." (pp. 1-2)

Questionnaires were sent to 17,001 students; 15 percent were undeliverable. The rate of return was 42 percent of deliverable forms. Although the findings were many, only a few are presented below:

- a. Highest Degree: 22 percent had earned the Associate of Arts degree, 12 percent, some other degree or diploma, and 65 percent, no degree.
- b. Program Area: 67 percent of the Fall 1970 entering group were in the transfer program; only 56 percent of Fall 1971 entering students were.
- c. Educational Goal: 55 percent stated or implied a goal that meant transfer.
- d. Employment: 73 percent were employed; three-fourths of them on a full-time basis; one-half of them worked in the same locality as that of their community college; two-thirds had salaries less than \$10,000. Employed students had high levels of job satisfaction, and close to half had changed employment recently. About two-thirds indicated that the community college program had "enhanced their understanding of the theoretical skills required for their jobs," and 64 percent said the program had "increased their abilities to perform the skills required for their job." (pp. 26-27) Overall, 55 percent felt their community college program and job were directly or somewhat related.
- e. Transfer: Although 67 percent of the respondents left the community colleges in a transfer curriculum, only 38 percent actually transferred to another institution. Graduates who transferred had little difficulty in maintaining good academic performance and most were able to transfer their community college credits. Of these transfer students, 83 percent felt that courses

¹Maryland State Board for Community Colleges, Maryland Community Colleges: Student Follow-Up Study: First-Time Students Fall 1971 (December 1975).

in the community colleges were directly or somewhat related to courses in the transfer institution, and 32 percent felt that they had been prepared "extremely well" (59 percent, "satisfactorily") for transfer work.

- f. College Environment: 74 percent of respondents indicated they would recommend their community college program of study to a friend.

This statewide follow-up study, involving 15 community colleges in Maryland, was an ambitious one. Unfortunately, the report did not indicate whether graduates and non-graduates of the community colleges differed significantly on any of the items in the questionnaire. Had this been done, the Maryland Community College graduates might have served as a group for comparing Hawaii's community college graduates.

G. Summary and Conclusion

This follow-up study of 1971-72 community college graduates, three years later, was undertaken to obtain data on (a) goals considered important to graduates at time of entry and extent of fulfillment, (b) student evaluations of their community college experience, (c) present activities of graduates, and (d) future plans of graduates.

1. Major Findings

- a. Student Goals: The three goals considered important by the largest percentage of graduates were: "train for an occupation" (84 percent), "get degree or certificate" (79 percent), and "gain practical experience" (78 percent). The goals considered important by the smallest percentage of graduates were: "develop new interests" (33 percent) and "meet expectations of family and friends" (41 percent).

Community college graduates were also asked to indicate the degree to which their expectations had been fulfilled. The best ratings for the fulfillment of expectations were for: getting a degree or certificate, meeting people and making friends, and meeting the expectations of family and friends. The poorest fulfillment ratings were for: developing new interests, exploring various vocational areas, and getting a better job or qualifying for promotion.

Statistically significant differences were found in the responses of graduates, especially on the following characteristics: average grade, campus, and program.

- b. Evaluation of Community College Experience: If letter grades are assigned to the five-point scale used in evaluating various aspects of the community college experience, the average grade for the over-all evaluation would be B. Slightly higher, but not reaching B+, ratings were indicated for instructors' qualifications and instructors' helpfulness. The lowest average ratings were close to C: variety of extra-curricular activities and availability of courses.

Statistically significant differences were found in the responses of graduates, by campus and average grade.

- c. Present Activities of Graduates: The great majority (78 percent) of graduates were employed, 8 percent were in school, 8 percent were unemployed, 4 percent were at home, and 2 percent were in the military. (The Maryland statewide study indicated that 73 percent of its Fall 1971 entering students were employed three years later. Los Angeles City College reported that 73 percent of its graduates, four years later, were employed.)

Greater proportions of females than males were employed and were at home, while greater proportions of males were continuing their schooling, were unemployed, and were serving in the military. Greater proportions of Associate in Science recipients were employed than either A.A. or certificate recipients.

- d. Profile of an Employed Graduate: An individual (male or female) who worked full-time in a clerical/sales position for a private firm on Oahu and was paid \$694 monthly. The position was related to studies undertaken in the community college. The employee intended to continue in the present job and did not have plans for further education. Among the sex differences in the employed group were the following: greater proportions of males were in the professional, technical, managerial and public service occupations, while greater proportions of females were in clerical/sales work. Full-time employed males averaged a monthly salary of \$874 and females, \$580.

A profile of the best-paid graduate would be: a male, over 29 years of age, who earned a grade point average of B+ or better, and received an Associate in Science degree in a public services program. (This profile is probably influenced by the predominance of firemen and policemen enrolled in the public services program.)

Statistically significant differences were found in the responses of employed graduates, especially by campus, degree, and program.

- e. Profile of the Graduate Continuing His Education: A male, full-time student, upper division, at the Manoa Campus majoring in the humanities or social sciences. He was seeking a bachelor's degree and hoped to receive it in 1976. He was able to transfer all or most of his community college credits, and he maintained a grade point average of C+.
- f. Profile of the Graduate Serving in the Military: A male on active duty in the Army, non-commissioned. He did not plan to make the military his career.
- g. Profile of the Graduate Who Is Unemployed: A male, unemployed for less than a year, seeking a job related to his community college studies. He had applied for 12 jobs in 1975. After graduating from the community college, he had worked on a job related to his studies, but he had not continued his education.

- h. Profile of the Graduate Who Is at Home: A female who had been at home for less than two years. She had sought further education after graduating from the community college, had worked in a course-related job. Her plan was to look for a job related to her studies.
- i. Future Educational Plans of Graduates: 56 percent of the graduates had plans to seek further education in the next five years, and the two popular institutions were the University's Manoa campus and the community colleges.

Statistically significant differences were found in the responses of graduates, by age, degree, program, campus, and present activity.

2. Concluding Comments

We have learned much from this follow-up study of our students, three years after graduation. Our analysis was greatly enhanced by using the Statistical Program for the Social Sciences. We found this to be an appropriate and most effective research tool.

As we analyzed the results of our study, a number of areas seem especially significant.

- a. Employment and Unemployment: It is heartening to know that many graduates are employed in work for which they prepared themselves in the community colleges. Many intend to continue in their present work. Furthermore, many presently unemployed graduates and those currently remaining at home were able to find employment related to their studies after graduation.

There are, however, some graduates, presently unemployed, who have not found employment in the last three years. The unemployment rate among our graduates was 8 percent, similar to that of the State of Hawaii at present. One might hypothesize that the real unemployment rate of our graduates is higher since the rate of returns on questionnaires is usually lower for those who feel "unsuccessful" than for those who feel they are succeeding.

It is also important to remember that among the student goals which were not fulfilled very well were: "explore various vocational areas" and "obtain a better job or qualify for promotion."

It appears feasible for the community colleges to continue to explore ways in which they may help their students to be employable. Among some areas which should be considered are: (1) information on and response to the present and emerging demand for manpower skills; (2) the need for periodic, if not continuing, efforts to evaluate the relevance of community college studies to jobs through feedback from employers as well as employed graduates; (3) the exploration of how educational/vocational counseling may be improved and whether sufficient attention is being given to job placement services in the community colleges.

- b. Student Goals: Our community college graduates considered the job-oriented goals as most important to them. Such goals as "pleasure of learning" and "develop new interests" were not considered as important. Each of the community colleges may find it valuable to analyze the goals of their students more closely.

It would be helpful to know what the goals of instruction in the community colleges are, and a poll of faculty members and administrators might be informative. Some forms on "college environment" have already been developed nationally to assess the perceptions of students, faculty, and administrators regarding various aspects of a college's environment. Analysis can then be made of congruence or its absence among the perceptions of students, faculty, and administrators.

- c. Student Evaluations: Students generally tend to be kind in their evaluations of faculty and of their educational experience. Our community college graduates reflected this pattern. However, campus differences were significant. Each campus should study the ratings of its graduates as one source of information on relative strengths and weaknesses. Furthermore, study and analysis should be made of the comments made by graduates to improve their community colleges. Specific suggestions were made by 40 percent of the graduates, and these suggestions were sent to the individual campuses.

In view of the relatively poor ratings given to "availability of courses" and "variety of extra-curricular activities," campus and administrative personnel should study: (1) ways in which the scheduling of courses and classes might be more responsive to student demand and (2) whether and how extra-curricular opportunities may be broadened.

- d. Educational Activities: Slightly more than half of community college graduates planned on furthering their education in the next five years, and many of these intend to attend one of the University's campuses. This is baseline information which will be helpful in the future as similar follow-up studies are undertaken.

One omission in the survey of 1971-72 graduates is regrettable: data were collected on the educational activities of graduates who were unemployed or were at home, but a similar inquiry was not made of graduates who were employed or were in the military. Consequently, no definite conclusion can be reached on the total number of graduates who attained a bachelor's degree. We do know that 50 percent of community college graduates presently enrolled in college are seeking bachelors' degrees and that 20 percent are seeking graduate/professional degrees. Of the unemployed graduates, 18 percent completed their bachelors' degrees. An estimate might be based on the number engaged in professional, technical, managerial occupations (25 percent of employed graduates). Any future survey of graduates should include a specific question on "highest degree attained." (See Appendix D for a recommended revision of this questionnaire.)

- e. Mobility of Graduates: We now have an estimate of the mobility of our graduates: we were unable to contact about a third of them three years after graduation. In view of the plans of the University of Hawaii to conduct a study of graduates from all campuses four months after graduation, it may be feasible at that time to ask graduates to indicate addresses where they can be reached in the near future. This is important since additional follow-up studies should be undertaken at a later date.

The active assistance of the campuses is extremely important in locating non-respondents and in urging them to participate in the survey. Any statewide effort needs the active cooperation of the campuses.

We hope that this survey of 1971-72 community college graduates will be useful to campus and administrative personnel in developing better understanding of their community college students and graduates. The results should also be used in evaluating and planning instructional and counseling services. Campus data should become more meaningful within the context of statewide results. These results will serve as baseline data for future studies of graduates.

We conclude by expressing appreciation to the graduates who took the time to complete the questionnaire and to offer their suggestions for improving the community colleges. We hope that these graduates will feel some sense of satisfaction as they see various improvements being made in the community colleges.

APPENDIX A
THE QUESTIONNAIRE

UNIVERSITY OF HAWAII

~~Vice President for Community Colleges~~
Chancellor for Community Colleges

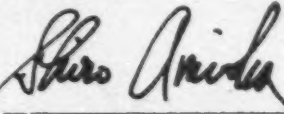
November 10, 1975

Dear Alumnus:

Will you please take some time to help us?

We would like to keep up with our graduates and we are interested in what you are doing now. We also want your opinions on your community college experience. Your frank answers will help us to do a better job.

Please complete the attached questionnaire and return it to us as soon as possible in the enclosed postage paid envelope. The questionnaire looks long, but you are asked to answer only part of the second section. Mahalo!



Shiro Amioaka
Chancellor for Community Colleges

SURVEY OF 1971-72 GRADUATES
COMMUNITY COLLEGE SYSTEM
November 1975

SS LABEL

I. GENERAL EVALUATION OF COMMUNITY COLLEGE EXPERIENCE

A. What goals were important to you when you entered the community college and to what degree were your expectations fulfilled? Please circle one number in Column A and IF THE GOAL WAS CONSIDERED IMPORTANT, circle one number in Column B.

	Column A This was		Column B IF IMPORTANT, expectations were:				
	IMPORTANT	NOT IMPORTANT	LARGELY FULFILLED	SOMEWHAT FULFILLED	NOT FULFILLED		
1. To learn to know myself and to develop self confidence.	1	2	1	2	3	4	5
2. To be in a setting where students will be treated as adults.	1	2	1	2	3	4	5
3. To learn for the pleasure of learning.	1	2	1	2	3	4	5
4. To be in contact with good teachers.	1	2	1	2	3	4	5
5. To meet people and make friends.	1	2	1	2	3	4	5
6. To get a broad education.	1	2	1	2	3	4	5
7. To explore various vocational areas.	1	2	1	2	3	4	5
8. To develop new interests in areas such as literature, drama, music, art, politics.	1	2	1	2	3	4	5
9. To be able to choose from a variety of courses.	1	2	1	2	3	4	5
10. To be trained for an occupation.	1	2	1	2	3	4	5
11. To gain practical experience in my field.	1	2	1	2	3	4	5
12. To get a better job or to qualify for promotion.	1	2	1	2	3	4	5
13. To prepare myself for further education.	1	2	1	2	3	4	5
14. To get a degree or certificate.	1	2	1	2	3	4	5
15. To meet the expectations of my family and friends.	1	2	1	2	3	4	5
16. To graduate from a school with a quality program.	1	2	1	2	3	4	5

B. Circle the number which comes closest to expressing your opinion of your community college experience:

- | | | | | | |
|--|---|---|-----------------------------|---|---|
| 1. Instructors | 1
Well qualified
& experienced | 2 | 3
Average | 4
Lacked preparation
& experience | 5 |
| 2. Instructors | 1
Always willing &
available to help | 2 | 3
Available &
helpful | 4
Not available
Not willing to help | 5 |
| 3. Method of instruction | 1
Stimulating &
promoted thinking | 2 | 3
Adequate | 4
Uninteresting | 5 |
| 4. Educational/vocational
counseling | 1
All the help needed | 2 | 3
Normal
assistance | 4
Not helpful | 5 |
| 5. Counselors | 1
Very helpful in
choosing occupation
or major field | 2 | 3
Average help | 4
Not available or
not helpful | 5 |
| 6. Orientation information
about college programs
and services | 1
Comprehensive | 2 | 3
Adequate | 4
Inadequate | 5 |
| 7. Course availability | 1
Enough sections
offered | 2 | 3 | 4
Too many sections
closed | 5 |
| 8. Grading system | 1
Fair and good
standards | 2 | 3
Okay | 4
Too easy in grading | 5 |
| 9. Facilities and
equipment | 1
Very good | 2 | 3
Adequate | 4
Poor | 5 |
| 10. Extra-curricular
activities | 1
Wide variety of
well planned
activities | 2 | 3
Some activities | 4
Inadequate | 5 |
| 11. Overall evaluation
of experience | 1
Very good | 2 | 3
Adequate | 4
Inadequate | 5 |

C. What are your suggestions for improving this community college?

II. PRESENT ACTIVITY: We are interested in what you are doing now. Please check the one activity which best describes your situation. Then continue to the section as indicated and complete only that section.

- ☐ 1. Unemployed but looking for work. Go to Section A, page 3.
- ☐ 2. Employed (includes apprentices). Go to Section B, page 4.
- ☐ 3. Serving in the military. Go to Section C, page 5.
- ☐ 4. At home, not looking for work outside the home. Go to Section D, page 5.
- ☐ 5. Enrolled in school. Go to Section E, page 6.
- ☐ 6. Other, please specify _____

SECTION A. To be completed if you are UNEMPLOYED BUT LOOKING FOR WORK.

1. How long have you been unemployed?

- ☐ 1. Less than a year.
- ☐ 2. One to two years.
- ☐ 3. More than two years.

2. What kind of a job are you looking for?

- ☐ 1. Related to my course work.
- ☐ 2. Not related to my course work.
- ☐ 3. Any kind of job.
- ☐ 4. Not sure.

3. How many jobs did you apply for in 1975? _____

4. Did you work after graduation?

- ☐ 1. No
- ☐ 2. Yes, in an area related to my course work.
- ☐ 3. Yes, in an area not related to my course work.

5. Did you continue your education after graduation?

- ☐ 1. No
- ☐ 2. Yes, but did not earn a degree.
- ☐ 3. Yes, earned a bachelor's degree.
- ☐ 4. Yes, earned other degree or certificate.

6. Do you plan to undertake further education in the next five years?

- ☐ 1. Yes; specify institution: _____
- ☐ 2. No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

SECTION B. To be completed if you are EMPLOYED.

1. You are employed:
☐ 1. full time ☐ 2. part time; specify other activity: _____
2. Your position or title is: _____
3. Your employer is:
☐ 1. Government (Federal, State, County)
☐ 2. Self
☐ 3. Private business; give name of firm _____
☐ 4. Other; specify _____
4. Your place of work is:
☐ 1. Hawaii ☐ 5. U.S. Mainland
☐ 2. Kauai ☐ 6. U.S. Possessions
☐ 3. Maui, Lanai, Molokai ☐ 7. Foreign country
☐ 4. Oahu
5. Is your job related to your community college studies?
☐ 1. Yes
☐ 2. No, but in a related field.
☐ 3. No
6. How are you paid?
☐ 1. by the hour
☐ 2. monthly salary
☐ 3. commission
☐ 4. combination of above
7. Your monthly earning, to the nearest dollar is \$ _____. (If paid by the hour, multiply hourly rate by 160 if working full time. For part-time work, multiply hourly rate by average number of hours of work per month.)
8. Your work record

Date		Position or Title	Employer or Firm
Beginning	End		
9. In the future you plan to:
☐ 1. continue in my present job.
☐ 2. change to another job more related to my course work.
☐ 3. change to another job unrelated to this one.
☐ 4. other; specify _____
10. Do you plan to undertake further education in the next five years?
☐ 1. Yes; specify institution: _____
☐ 2. No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

SECTION C. To be completed if you are SERVING IN THE MILITARY.

1. You are:
_____ 1. active duty _____ 2. reserves; specify other activity: _____
2. Your branch of service is:
_____ 1. Army _____ 4. Marines
_____ 2. Navy _____ 5. Coast Guard
_____ 3. Air Force _____ 6. National Guard
3. What is your rank? _____
4. Do you intend to make the military your career?
_____ 1. Yes
_____ 2. No, I intend to get another job.
_____ 3. No
5. Do you plan to undertake further education in the next five years?
_____ 1. Yes; specify institution: _____
_____ 2. No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPES.

SECTION D. To be completed if you are AT HOME.

1. How long have you been at home?
_____ 1. Less than a year.
_____ 2. One to two years.
_____ 3. More than two years.
2. Did you continue your education after graduation?
_____ 1. No
_____ 2. Yes, but did not earn a degree.
_____ 3. Yes, earned a bachelor's degree.
_____ 4. Yes, earned other degree or certificate.
3. Did you work after graduation?
_____ 1. No
_____ 2. Yes, in an area related to my course work.
_____ 3. Yes, in an area not related to my course work.
4. In the future you plan to:
_____ 1. Remain at home.
_____ 2. Look for a job related to my course work.
_____ 3. Look for a job not related to my course work.
_____ 4. Other; specify _____
5. Do you plan to undertake further education in the next five years?
_____ 1. Yes; specify institution: _____
_____ 2. No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

SECTION E. To be completed if you are ENROLLED IN SCHOOL.

1. You are enrolled as a student:

___ 1. full-time ___ 2. part-time

2. Your class standing:

___ 1. freshman or sophomore
___ 2. junior or senior
___ 3. graduate student

___ 4. professional student (law, medicine, etc.)
___ 5. unclassified
___ 6. other; specify _____

3. You are attending:

___ 1. Manoa Campus
___ 2. Hilo College
___ 3. A community college which is part of the University of Hawaii
___ 4. Chaminade, Church, Hawaii Pacific or Hawaii Loa College
___ 5. Other educational institution (trade, technical, business, etc.) in Hawaii
___ 6. U.S. mainland institution
___ 7. Foreign institution
___ 8. Other, please specify _____

4. You first enrolled at this institution in: _____

Year

5. You found that credits for community college courses numbered 100 or above were accepted for transfer in:

___ 1. all or most cases
___ 2. some cases
___ 3. a few cases

6. Your grade point average at this institution is:

___ 1. Above 3.5
___ 2. 3.0 to 3.4
___ 3. 2.5 to 2.9
___ 4. 2.0 to 2.4
___ 5. 1.5 to 1.9
___ 6. Below 1.5

7. You are seeking: (check one)

___ 1. a certificate of achievement
___ 2. an associate degree
___ 3. a bachelor's degree
___ 4. a master's degree

___ 5. a doctor's degree
___ 6. a professional degree
___ 7. none or don't know

8. You expect to complete work for this degree in: _____

Year

9. Your major field of study: _____

10. After completing work for this degree you plan to:

___ 1. continue my education; specify institution: _____
___ 2. look for a job
___ 3. other; specify _____

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

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APPENDIX B
FOLLOW-UP LETTER

UNIVERSITY OF HAWAII

~~Vice President for Community Colleges~~
~~Chancellor for Community Colleges~~

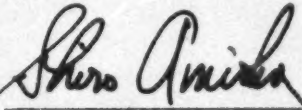
November 20, 1975

Dear Alumnus:

As a 1971-72 graduate of the community colleges, we sent you a questionnaire about ten days ago. Since we have not yet received your response and because we would very much like to hear from you and your fellow graduates, I am sending this reminder to you.

If you have already sent in your response, we thank you and look forward to receiving your questionnaire.

If you have not yet responded, will you please take some time now to answer your questionnaire. We would appreciate this very much because we would like to hear from as many of our graduates as possible. Thank you for your cooperation and assistance.



Shiro Amioaka
Chancellor for Community Colleges

APPENDIX C
CAMPUS RESPONSES TO THE QUESTIONNAIRE

Note: Tables are arranged in the order in which they are discussed in the body of this report.

Levels of statistical significance are denoted thus:

* .05 level
** .01 level
*** .001 level

Appendix C, consisting of computer printouts, has been deleted from the document due to poor reproducibility.

PAGE(S) 43-58 ~~WAS~~ (WERE) ~~MISSING~~ (REMOVED) FROM
THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO
THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX D: RECOMMENDED REVISIONS¹ OF THE QUESTIONNAIRE
 SURVEY OF 1971-72 GRADUATES
 COMMUNITY COLLEGE SYSTEM
 November 1975

-59-

SS LABEL

I. GENERAL EVALUATION OF COMMUNITY COLLEGE EXPERIENCE

- A. What goals were important to you when you entered the community college and to what degree were your expectations fulfilled? Please circle one number in Column A and IF THE GOAL WAS CONSIDERED IMPORTANT, circle one number in Column B.

	Column A This was		Column B IF IMPORTANT, expectations were:				
	IMPORTANT	NOT IMPORTANT	LARGELY FULFILLED	SOMEWHAT FULFILLED		NOT FULFILLED	
1. To learn to know myself and to develop self confidence.	1	2	1	2	3	4	5
2. To be in a setting where students will be treated as adults.	1	2	1	2	3	4	5
3. To learn for the pleasure of learning.	1	2	1	2	3	4	5
4. To be in contact with good teachers.	1	2	1	2	3	4	5
5. To meet people and make friends.	1	2	1	2	3	4	5
6. To get a broad education.	1	2	1	2	3	4	5
7. To explore various vocational areas.	1	2	1	2	3	4	5
8. To develop new interests in areas such as literature, drama, music, art, politics.	1	2	1	2	3	4	5
9. To be able to choose from a variety of courses.	1	2	1	2	3	4	5
10. To be trained for an occupation.	1	2	1	2	3	4	5
11. To gain practical experience in my field.	1	2	1	2	3	4	5
12. To get a better job or to qualify for promotion.	1	2	1	2	3	4	5
13. To prepare myself for further education.	1	2	1	2	3	4	5
14. To get a degree or certificate.	1	2	1	2	3	4	5
15. To meet the expectations of my family and friends.	1	2	1	2	3	4	5
16. To graduate from a school with a quality program.	1	2	1	2	3	4	5

¹Revisions are in italics.

B. Circle the number which comes closest to expressing your opinion of your community college experience:

- | | | | | | |
|--|---|---|-----------------------------|---|---|
| 1. Instructors | 1
Well qualified
& experienced | 2 | 3
Average | 4
Lacked preparation
& experience | 5 |
| 2. Instructors | 1
Always willing &
available to help | 2 | 3
Available &
helpful | 4
Not available
Not willing to help | 5 |
| 3. Method of instruction | 1
Stimulating &
promoted thinking | 2 | 3
Adequate | 4
Uninteresting | 5 |
| 4. Educational/vocational
counseling | 1
All the help needed | 2 | 3
Normal
assistance | 4
Not helpful | 5 |
| 5. Counselors | 1
Very helpful in
choosing occupation
or major field | 2 | 3
Average help | 4
Not available or
not helpful | 5 |
| 6. Orientation information
about college programs
and services | 1
Comprehensive | 2 | 3
Adequate | 4
Inadequate | 5 |
| 7. Course availability | 1
Enough sections
offered | 2 | 3 | 4
Too many sections
closed | 5 |
| 8. Grading system | 1
Fair and good
standards | 2 | 3
Okay | 4
Too easy in grading | 5 |
| 9. Facilities and
equipment | 1
Very good | 2 | 3
Adequate | 4
Poor | 5 |
| 10. Extra-curricular
activities | 1
Wide variety of
well planned
activities | 2 | 3
Some activities | 4
Inadequate | 5 |
| 11. Overall evaluation
of experience | 1
Very good | 2 | 3
Adequate | 4
Inadequate | 5 |

C. What are your suggestions for improving this community college?

II. EDUCATIONAL ACTIVITIES:

1. Did you continue your education after leaving the community college in 1971-72:

- ☐ 1. No
- ☐ 2. Yes, earned another certificate.
- ☐ 3. Yes, earned another associate degree.
- ☐ 4. Yes, earned a bachelor's degree.
- ☐ 5. Yes, earned a master's degree.
- ☐ 6. Yes, earned professional degree.
- ☐ 7. Yes, but did not earn a degree.

2. Do you plan to undertake further education in the next five years?

- ☐ 1. Yes, specify institution: _____
- ☐ 2. No
- ☐ 3. Not sure

III. XI/ PRESENT ACTIVITY: We are interested in what you are doing now. Please check the one activity which best describes your situation. Then continue to the section as indicated and complete only that section.

- ☐ 1. Unemployed but looking for work. Go to Section A, page 3.
- ☐ 2. Employed (includes apprentices). Go to Section B, page 4.
- ☐ 3. Serving in the military. Go to Section C, page 5.
- ☐ 4. At home, not looking for work outside the home. Go to Section D, page 5.
- ☐ 5. Enrolled in school. Go to Section E, page 6.

//////6///Other//please specify//////////

SECTION A. To be completed if you are UNEMPLOYED BUT LOOKING FOR WORK.

- 1. How long have you been unemployed?
 - ☐ 1. Less than a year.
 - ☐ 2. One to two years.
 - ☐ 3. More than two years.
- 2. What kind of a job are you looking for?
 - ☐ 1. Related to my course work.
 - ☐ 2. Not related to my course work.
 - ☐ 3. Any kind of job.
 - ☐ 4. Not sure.
- 3. How many jobs did you apply for in 1975? _____
- 4. Did you work after graduation?
 - ☐ 1. No
 - ☐ 2. Yes, in an area related to my course work.
 - ☐ 3. Yes, in an area not related to my course work.

5/ Did you continue your education after graduation? /

- /// 1/ No
- /// 2/ Yes, but did not earn a degree.
- /// 3/ Yes, earned a bachelor's degree.
- /// 4/ Yes, earned other degree or certificate.

6/ Do you plan to undertake further education in the next five years?

- /// 1/ Yes, specify institution: /
- /// 2/ No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

- | Date | | Position or Title | Employer or Firm |
|-----------|-----|-------------------|------------------|
| Beginning | End | | |
| | | | |
| | | | |

- THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

SECTION C. To be completed if you are SERVING IN THE MILITARY.

1. You are:
_____ 1. active duty _____ 2. reserves; specify other activity: _____
2. Your branch of service is:
_____ 1. Army _____ 4. Marines
_____ 2. Navy _____ 5. Coast Guard
_____ 3. Air Force _____ 6. National Guard
3. What is your rank? _____
4. Do you intend to make the military your career?
_____ 1. Yes
_____ 2. No, I intend to get another job.
_____ 3. No
5. / Do you plan to undertake further education in the next five years?
// 1/ Yes; specify institution: //
// 2/ No

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPES.

SECTION D. To be completed if you are AT HOME.

1. How long have you been at home?
- _____ 1. Less than a year.

_____ 2. One to two years.

_____ 3. More than two years.
2. / Did you continue your education after graduation?

___/ ___/ No
_____/ ____/ Yes, but did not earn a degree.
_____/ ____/ Yes, earned a bachelor's degree.
_____/ ____/ Yes, earned other degree or certificate.
3. 3/. Did you work after graduation?
- _____ 1. No

_____ 2. Yes, in an area related to my course work.

_____ 3. Yes, in an area not related to my course work.
3. 4/. In the future you plan to:
- _____ 1. Remain at home.

_____ 2. Look for a job related to my course work.

_____ 3. Look for a job not related to my course work.

_____ 4. Other; specify _____
5. / Do you plan to undertake further education in the next five years?/

_____/ ____/ Yes; specify institution / / / / /
_____/ ____/ No /

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.

SECTION E. To be completed if you are ENROLLED IN SCHOOL.

1. You are enrolled as a student:

____ 1. full-time ____ 2. part-time; specify other activity: _____

2. Your class standing:

____ 1. freshman or sophomore ____ 4. professional student (law, medicine, etc.)
____ 2. junior or senior ____ 5. unclassified
____ 3. graduate student ____ 6. other; specify _____

3. You are attending:

____ 1. Manoa Campus
____ 2. Hilo College
____ 3. A community college which is part of the University of Hawaii
____ 4. Chaminade, Church, Hawaii Pacific or Hawaii Loa College
____ 5. Other educational institution (trade, technical, business, etc.) in Hawaii
____ 6. U.S. mainland institution
____ 7. Foreign institution
____ 8. Other, please specify _____

4. You first enrolled at this institution in: _____

Year

5. You found that credits for community college courses numbered 100 or above were accepted for transfer in:

____ 1. all or most cases
____ 2. some cases
____ 3. a few cases

6. Your grade point average at this institution is:

____ 1. Above 3.5
____ 2. 3.0 to 3.4
____ 3. 2.5 to 2.9
____ 4. 2.0 to 2.4
____ 5. 1.5 to 1.9
____ 6. Below 1.5

7. You are seeking: (check one)

____ 1. a certificate of achievement ____ 5. a doctor's degree
____ 2. an associate degree ____ 6. a professional degree
____ 3. a bachelor's degree ____ 7. none or don't know
____ 4. a master's degree

8. You expect to complete work for this degree in: _____

Year

9. Your major field of study: _____

10. After completing work for this degree you plan to:

____ 1. continue my education; specify institution: _____
____ 2. look for a job; specify occupation: _____
____ 3. other; specify _____

THANK YOU SO MUCH FOR YOUR HELP. PLEASE MAIL QUESTIONNAIRE AS SOON AS POSSIBLE--
USE THE ENCLOSED POSTAGE PAID ENVELOPE.